



**Longridge** High School

Excellence and ambition from all, for all

# YEAR 9 OPTIONS BOOKLET

2026



# Introduction

At Longridge High School, we always aim to give the best possible educational experience to all our pupils so that they are ideally placed to move successfully on to their chosen route, Post-16. It is now time for Year 9 pupils to choose the subjects that they would like to continue to study in Years 10 and 11.

As in all schools, some subjects are compulsory at this key stage and others are optional. Whilst this decision may seem daunting and confusing to both parents and pupils, we aim to make this process as smooth and as informative as possible. Please read this booklet carefully as it outlines the process of choosing options and making informed decisions.

As well as this booklet, we have posted subject information clips on the school website (Year 9 Options/Subject Information Clips) This will provide an opportunity to find out more about each subject on offer, as well as deciding if the course is right for the pupil and his/her chosen career path. Finally, if you have any questions, please use the Contact Gateway facility on Synergy using the 'Year 9 Options' tab.

## Timeline of the Options' Process 2026

Date	Process/Events
Wed 16 <sup>th</sup> Oct	Year 9 Careers Day to celebrate National Careers Week. <ul style="list-style-type: none"> <li>• Bridge the Gap Construction</li> <li>• Army Online Safety &amp; Cyber Security</li> <li>• Pillar of Growth Health Workshop with Future U</li> </ul> North-West Ambulance Workshop
Wed 5 <sup>th</sup> Nov – Wed 17 <sup>th</sup> Dec	Year 9 have recently completed their unit of work on careers education, during which they explored the wide range of options available to them Post-16. Throughout the unit, pupils investigated different career pathways, the qualifications and skills required for various roles, and the routes they can take to access them. As part of their learning, pupils also developed an understanding of employment law, including their rights and responsibilities in the workplace. They learned what employers can reasonably expect- from them, as well as what they should expect from an employer in terms of working conditions, support, and fair treatment. This unit has equipped pupils with greater confidence and knowledge to help them start planning their future, make informed choices, and understand the world of work more clearly.
Tues 27 <sup>th</sup> Jan	<b>Y9 Passenger Safety Theatre Presentation. YOLO</b> investigates the consequences of not wearing a seatbelt and poor passenger safety by showing the impact to family and friends after a fatal traffic accident. The performance follows Sam's sister and father who are left behind to deal with the trauma of losing a family member as they try to find out what happened in the last few minutes of Sam's life. The focus is on being a passenger in a car with a young driver.
Wed 11 <sup>th</sup> Feb	<b>Preston College Assembly</b> – Introduction to Options & Pathways Post-16
25 <sup>th</sup> Feb - 11 <sup>th</sup> March	Options Interview with Claire our independent careers adviser who delivers professional, quality, independent careers / options advice and guidance to selected Year 9's
Mon 2 <sup>nd</sup> March	<b>Options Launch Assembly</b> for all Year 9 pupils
Mon 2 <sup>nd</sup> March	Options Information Booklets sent home to parents. <ul style="list-style-type: none"> <li>• via Synergy</li> <li>• on the website</li> <li>• paper copy via pupil</li> </ul>
Mon 2 <sup>nd</sup> March	Options tab on Synergy Contact Gateway for unanswered questions and subject queries open
Thurs 5 <sup>th</sup> March	<b>Options evening</b> 4-7pm
Thurs 12 <sup>th</sup> March	Microsoft Forms link sent via Synergy to enable pupils to submit their final choices
Thurs 19 <sup>th</sup> March	<b>Deadline for option choice form to be submitted</b> using the electronic form via the link provided on Synergy.
Wed 25 <sup>th</sup> March	<b>Learning for Life:</b> Future U - The Student Life Talk allows them to hear directly from current university students about their experience of transitioning onto Level 4 study

May 2026	Final Option choices confirmed to pupils and parents via Synergy.
June 2026	All Year 9 pupils will have the opportunity to visit a local university, where they will be able to explore the campus, learn about different courses, and gain a first-hand understanding of what university life is like. During the visit, pupils will take part in guided tours, speak with current students and staff, and learn about the academic and extracurricular opportunities available to them. This experience is designed to broaden their aspirations, help them make informed decisions about their future pathways, and inspire them to consider higher education as a realistic and exciting option.

## Frequently Asked Questions (For pupils)

### Which subject should I choose?

For the first time in your school life, you can make choices about the courses you will be studying over the next two years. These choices are very important and may affect your future choices for study and employment.

We want you to succeed in and be happy with the subjects you choose, which means that you will have to think about each subject option carefully and be fully aware of the demands of each course. We would also advise you to choose subjects that you enjoy, are good at and which support your chosen career path (if you know it). We would advise you not to choose a subject because your friends have chosen it, or because you like the teacher, as there is no guarantee who will teach which class.

Each option subject is listed in this booklet with a clear overview of the examination requirements, what you will be studying and the career pathways this subject can support. It also gives 'points to consider' to help you reach a decision. Read each of the overviews very carefully. If you would like to ask any questions about the subject, please message using the Contact Gateway on Synergy/Year 9 Options.

### Which subjects are compulsory? (Which ones do I have to take?)

All pupils must study and complete examinations in the three CORE subjects of English, Mathematics and Science. The pathway is as follows:

- GCSE English Language
- GCSE English Literature
- GCSE Mathematics
- GCSE Science – the majority of pupils will take the Combined Award (two GCSEs) with a small group of pupils (usually one class) taking the Triple Award - also known as Separate Sciences (three GCSEs)

Pupils will also follow compulsory KS4 components in the subjects below, but these are not examined:

- Core Physical Education
- Learning for Life

All pupils must also take at least ONE of the following subjects. (You may take more than one if you wish)

- GCSE French
- GCSE Geography
- GCSE History

## **How many subjects will I be able to choose?**

At Longridge, we have developed a broad range of subjects for study at Key Stage Four to meet the needs and interests of our pupils. You will choose ONE first choice and ONE reserve in each block. This is in case we cannot place you in your first choice. For example, if the subject does not run due to insufficient numbers of pupils choosing it.

## **What are the types of qualification I can achieve?**

All of our courses lead to GCSE (or equivalent) qualifications. Subjects are now graded 9-1 (with 9 being the highest grade) depending on your level of achievement. Most subjects have just one level of entry for all pupils. Higher and Foundation options are only available in Mathematics and Science.

Most of the subjects we offer are at GCSE level, but some subjects take an equivalent route. These are vocational subjects and are called Technical Awards.

## **What are Technical (Vocational) Awards?**

These awards are more practical by nature and prepare pupils for further study, apprenticeships and employment. They are different to traditional GCSEs as they:

- Contain a minimum of 60% controlled assessment work
- Include a significant amount of independent study throughout the course.
- Are graded as a Pass/Merit/Distinction (GCSE equivalent).
- Take a more vocational route through the course of study with real-life situations and skills and information studied.
- Are considered equal to GCSEs by most Post-16 training providers (this does depend on the type of course or college you are applying to). They have clear progression routes to A Levels, apprenticeships or further advanced vocational qualifications at Level 3.

We offer Technical/Vocational Awards in the following subjects:

1. Creative iMedia
2. Health and Social Care
3. Sport Studies

## **Why choose Technical Awards?**

- They are designed to allow pupils the freedom to explore more deeply the things that interest them. The teaching of the qualification will normally be through practical work, learning skills and how to do things that may be relevant to the world of work.
- A proportion of the qualification is assessed by coursework set and marked by the teacher, then moderated by the relevant exam board. This is throughout the duration of the two-year course. If research and project work is a preferred way of learning, then this would be a good choice of option for you.

### **When will I take my exams?**

All exams are scheduled for Year 11, with most exams completed in the summer exam period in May/June 2028.

### **Are there some combinations of subjects I cannot choose?**

Yes – you can only choose **one** of the Design Technology options.

However, you can choose a Design Technology course and Food and Nutrition option if you wish.

### **What else do I need to know?**

- There are limits to the size of some groups – such as Food and Nutrition and Design Technology. Some groups may be full and therefore we might ask you to rethink your choice.
- Some subjects may not run if there are too few pupils who have chosen the option. If this happens, you will have to choose a different subject from the list.
- You will not be allowed to change option groups once the course has started in Year 10 unless there are exceptional circumstances. You must make sure that you have thought very carefully about your choices and that you have made the right ones.

### **What should I do next?**

- Read the subject overviews in this booklet and talk to your parents/carers about your thoughts and career choices.
- Watch the subject information videos on the school website.
- Research possible career pathways, apprenticeships and local college websites.
- Engage in the PSHE Options sessions.
- Send questions via Synergy – Year 9 Options on Contact Gateway.
- Complete and submit the electronic Microsoft Forms Options' choices form via the link on Synergy by **Thursday 19<sup>th</sup> March**

## Subject information

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# Compulsory Subjects

# English Language

**Exam Board:** EDUQAS C700QS

**Qualification:** GCSE English Language

**Assessment:** 100% terminal examination at the end of Year 11.

## **Component 1:** 20<sup>th</sup> Century Reading and Creative Prose Writing

Written Examination: 1 hour 45 minutes (40% of qualification)

- **Section A** (20%) – Reading

Understanding of one prose extract (about 60-100 lines) of literature from the 20<sup>th</sup> Century assessed through a range of structured questions.

- **Section B** (20%) - Prose Writing

One creative writing task selected from a choice of four titles.

## **Component 2:** 19<sup>th</sup> and 21<sup>st</sup> Century Non-Fiction Reading and Transactional/Persuasive Writing

Written Examination: 2 hours (60% of qualification)

- **Section A** (30%) – Reading

Understanding of two extracts (about 900-1200 words in total) of high-quality non-fiction writing, one from the 19<sup>th</sup> Century, the other from the 21<sup>st</sup> Century assessed through a range of structured questions.

- **Section B** (30%) – Writing

Two compulsory transactional/persuasive writing tasks.

## **Course Content:**

- Prose extracts from **20<sup>th</sup> Century Literature**.
- Structure questions to include - find and locate/list/thoughts and feelings/impressions/how/evaluate.
- Creative Writing.
- Non-Fiction extracts from the 19<sup>th</sup> Century and the 21<sup>st</sup> Century.
- Structured questions to include - find and locate/evaluative/how/comparison.
- Transactional writing formats to include - formal letters, informal letters, guides, articles, reports, reviews, speeches, and talks.

**Suitable for:** GCSE English Language is a **compulsory** subject for all pupils.

**Post 16 pathways:** All Post-16 pathways require a high degree of competency in English.

Post-16 study of English Language as an A level.

## **Careers linked to English Language include:**

- Primary/Secondary teaching
- Teaching English as a Foreign Language
- Journalism
- Writing
- Marketing
- Public Relations

**Contact/Curriculum Leader:** Mrs S. Mason

# English Literature

**Exam Board:** EDUQAS C720QS

**Qualification:** GCSE English Literature

**Assessment:** 100% terminal examination at the end of Year 11.

**Component 1:** Shakespeare and Poetry

Written examination: 2 hours (40% of qualification)

- **Section A (20%) Shakespeare**  
Pupils will study William Shakespeare's play, *Macbeth*.  
One extract question and one essay question based on the reading of a Shakespeare text.
- **Section B (20%) Poetry from 1789 to the present day**  
Two questions based on poems from the Eduqas Anthology, one of which involves comparison.

**Component 2:** Post-1914 Prose/Drama, 19<sup>th</sup> Century Prose and Unseen Poetry.

Written examination: 2 hours and 30 minutes (60% of qualification)

- **Section A (20%) Post-1914 Prose/Drama**  
Pupils will study J.B Priestley's play, *An Inspector Calls*.  
One source-based question on a Post-1914 drama text.
- **Section B (20%) 19<sup>th</sup> Century Prose**  
Pupils will study Charles Dickens' novel, *A Christmas Carol*.  
One source-based question on a 19<sup>th</sup> Century prose text.
- **Section C (20%) Unseen Poetry from the 20<sup>th</sup>/21<sup>st</sup> Century**  
Two questions on unseen poems, one of which involves comparison.

**Course Content:**

- Studying and reading the texts: *Macbeth*, *An Inspector Calls* and *A Christmas Carol*.
- Studying 15 poems from the Eduqas Poetry Anthology.
- Studying a range of unseen poems.
- Identifying themes in the set texts above.
- Analysing how writers and poets use language, structure and form for effect.
- Understanding of the context of a poem or text and how this affects the content or intentions of a piece of writing.
- Making comparisons and links between poems.

**Suitable for:** GCSE English Literature is a **compulsory** subject for all pupils.

**Post-16 pathways:** Post-16 study of English Literature as an A Level.

**Careers linked to English Literature include:**

- Primary/Secondary teaching
- Journalism
- Writing
- Public Relations
- Advertising
- Public Speaking

**Contact/Curriculum Leader:** Mrs S. Mason

# Mathematics

**Exam Board:** Edexcel 1MA1

**Qualification:** GCSE Mathematics

**Assessment:** 100% terminal examination at the end of Year 11

- The course is assessed over three 90-minute exam papers. Each paper is worth 80 marks.
- Some topics may be tested more than once; some may not be tested at all.
- Paper 1 is non-calculator; Paper 2 and Paper 3 both require a scientific calculator.
- There are two tiers of entry: Foundation (grades 1 to 5) or Higher (grades 4 to 9). Pupils can only enter the GCSE at one of these tiers.

**Course Content:**

**Skills:**

- Use and apply standard techniques.
- Reason, interpret and communicate mathematically.
- Solve problems within mathematics and other contexts.

**Content:**

- Number
- Algebra
- Ratio, Proportion and Rates of change
- Geometry and Measures
- Statistics and Probability

**Suitable for:** GCSE Mathematics is a ***compulsory*** subject for all pupils.

The tier of entry will be determined by the Curriculum Leader of Mathematics who will take into account ability, target grade, past performance and Post-16 requirements.

**Post-16 pathways:**

All Post-16 pathways require a high degree of competency in mathematics and numeracy. Areas such as the sciences, medicine, architecture, and engineering will require a high grade in GCSE Mathematics that comes from studying at the Higher Tier. Mathematics A-Level is very desirable and is one of the most popular A levels in the country.

Careers linked to Mathematics include:

- Medicine
- Economics
- Physics
- Accountancy
- Architecture
- Natural Science
- Engineering
- Computer Science

**Points to consider:** A scientific calculator – ideally a Casio branded calculator- is required along with some basic mathematical instruments such as a protractor and pair of compasses.

**Contact/Curriculum Leader:** Mrs V Ardern

# Combined Science Double Award

Please note: Most pupils will take this subject.

**Exam Board:** AQA 8464

**Qualification:** GCSE Combined Science (Trilogy) Two GCSEs

**Assessment:** 100% terminal exam at the end of Year 11

- Six exam papers in total – each 1 hour and 15 minutes in length
- Two each for Biology, Chemistry and Physics
- Pupils will be entered at either Foundation or Higher Level

**Course Content:**

**Biology units:**

- Cell Biology, Organisation, Ecology, Infection and Response, Bioenergetics, Homeostasis and Response; Inheritance, Variation and Evolution.

**Chemistry Units:**

- Atomic Structure and the Periodic Table; Bonding, Structure and the Properties of Matter; Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate and Extent of Chemical Change; Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.

**Physics Units:**

- Energy, Electricity, Particle Model of Matter; Atomic Structure, Forces; Waves and Magnetism and Electromagnetism.

**Suitable for:** GCSE Science is a ***compulsory*** subject for all pupils.

**Post-16 pathways:**

This course allows for any programme of study at college including A levels, apprenticeships and vocational courses. It is suitable for pupils who wish to study separate sciences at A level. It can lead to careers in the scientific field but also offers a pathway into different areas including physiotherapy, medicine, research, astronomy, meteorology, engineering, forensics and surveying.

**Points to consider:**

All pupils must study the Combined Science Double Award. This offers a broad and varied picture of Scientific knowledge and understanding, developing both practical and thinking skills. It is a suitable preparation for those pupils considering taking Science A levels.

**Contact/Curriculum Leader:** Mr D. Smith

# Triple Award Science\*

<b><u>Exam Board:</u></b>	AQA 8461/8462/8463
<b><u>Qualification:</u></b>	GCSE Triple Science (Separate Science) three GCSEs
<b><u>Assessment:</u></b>	100% terminal exam at the end of Year 11 <ul style="list-style-type: none"><li>• Six exam papers in total – each 1 hour and 45 minutes in length.</li><li>• Two each for Biology, Chemistry and Physics.</li><li>• Pupils can be entered at either Foundation or Higher Level (or a combination of both).</li></ul>
<b><u>Course Content:</u></b>	<b>Biology Units:</b> <ul style="list-style-type: none"><li>• Cell Biology, Organisation, Ecology, Infection and Response, Bioenergetics, Homeostasis and Response; Inheritance, Variation and Evolution.</li></ul> <b>Chemistry Units:</b> <ul style="list-style-type: none"><li>• Atomic Structure and the Periodic Table; Bonding, Structure and the Properties of Matter; Quantitative Chemistry, Chemical Changes, Energy Changes, The Rate and Extent of Chemical Change; Organic Chemistry, Chemical Analysis, Chemistry of the Atmosphere and Using Resources.</li></ul> <b>Physics Units:</b> <ul style="list-style-type: none"><li>• Energy, Electricity, Particle Model of Matter; Atomic Structure, Forces; Waves and Magnetism and Electromagnetism, Space</li></ul>
<b><u>Suitable for:</u></b>	Enthusiastic pupils with a passion for science and for those who wish to specialise in science at an advanced level.
<b><u>Post-16 pathways:</u></b>	This course allows for any programme of study at college including A levels, apprenticeships and vocational courses. It is suitable for pupils who wish to study separate sciences at A Level. It can lead to careers in the scientific field but also offers a pathway into different areas including physiotherapy, medicine, research, astronomy, meteorology, engineering, forensics and surveying.
<b><u>Points to consider:</u></b>	The separate science route is suitable for some pupils. This route has additional GCSE content. Three separate grades will be awarded for each subject area of Biology, Chemistry and Physics. <b>*Please note: Only a small number of pupils will take this subject.</b> <b>Subject staff will advise whether this route is suitable for a pupil. Due to the high level of academic demand for this course, suitability will be based on prior science attitude and work ethic.</b> <b>Pupils will have to commit to additional hours of study outside of school time, at home as directed or self-study.</b>
<b><u>Contact/Curriculum Leader:</u></b>	Mr D. Smith

# Compulsory Option Subjects

# French

**Exam Board:** Pearson Edexcel 1FR1

**Qualification:** GCSE French

**Assessment:** GCSE French has a Foundation Tier (grades 1–5) and a Higher Tier (grades 5–9). Pupils must take all four question papers at the same tier and the exam is taken at the end of Year 11.

- **Speaking Paper** 25% of GCSE – 50 marks  
7–9 minutes (Foundation Tier) + preparation time.  
10–12 minutes (Higher Tier) + preparation time.
- **Listening Paper** 25% of GCSE – 50 marks  
Foundation: 45mins + 5mins reading time  
Higher: 60mins + 5mins reading time
- **Reading Paper** 25% of GCSE – 50 marks  
Foundation: 45mins, Higher: 60mins  
Multiple-choice and short-answer questions, translation into English.
- **Writing Paper** 25% of GCSE – 50 marks  
Foundation: 1 hour 15 minutes: picture-based task, two essays, translation into French.  
Higher: 1 hour 20 minutes: two essays, translation into French.

**Course Content:**

The course covers a lot of the vocabulary, phonics and grammar taught at KS3, and this prior knowledge is used to further pupils' learning within the themes mentioned below.

- |                            |                           |
|----------------------------|---------------------------|
| 1- My personal world       | 4- Media and technology   |
| 2- Lifestyle and wellbeing | 5- Studying and my future |
| 3- My neighbourhood        | 6- Travel and tourism     |

**Suitable for pupils who:**

- Are willing to have a go and participate in all activities.
- Enjoy learning about other cultures and societies.
- Understand the importance of speaking another language in our modern world.
- Can work independently and successfully on learning new vocabulary and grammar.

**Post-16 pathways and careers:**

This course provides a foundation for A-levels and university study.

It can lead to careers in business, government and politics, translating, interpreting, travel and tourism, charity organisations, and relief aid.

Many universities expect applicants to have a GCSE in MFL. Choosing to take a GCSE in MFL shows pupils to be hard-working, determined, resilient, empathetic, tolerant and great communicators. These skills are sought after in various careers.

Many employees across a range of industries are looking for candidates with a GCSE in MFL.

**Contact/Curriculum Leader:** Mrs S Sweeten-Warren

# Geography

**Exam Board:** AQA 8035

**Qualification:** GCSE Geography

**Assessment:** Paper 1 Physical Geography/Living with the Physical Environment: 8035/1 - 1 hour 30 35%  
Paper 2 Human Geography/Challenges in the Human Environment: 8035/2 - 1 hour 30 35%  
Paper 3 Geographical Applications/Decision Making and Field Work - 1 hour 30 – 30%

**Course Content:** **Paper 1 Physical Geography**

- Challenge of natural hazards – tectonic hazards/weather hazards/global climate change.
- The Living World – ecosystems/tropical rainforests/hot deserts.
- Physical Landscapes in the UK – rivers/coasts.

**Paper 2 Human Geography**

- Urban Issues and challenges – Rio and London: their importance, hosting the Olympic games, regeneration, issues and challenges facing each megacity.
- The changing economic world – Variations in economic development, quality of life and reducing the development gap. Focus on Nigeria, and economic change in the UK.
- The challenge of resource management – The changing demand and supply of resources with focus on water.

**Paper 3 Geographical Applications**

- Section A: Decision making task based on a pre released booklet that is released in May before the exam. Pupils should become familiar with the resources before entering the exam room and make decisions based on the evidence provided.
- Section B: Two opportunities for field work to collect primary data to test hypothesis based on physical/human elements studied in the course. Reflect on the strategies used/limitations of methods in your exam paper.

**Suitable for pupils:**

- With a real sense of curiosity about the world we live in.
- With the desire to ask questions to find out more.
- Who can discuss sensitive issues facing our planet and look at strategies or solutions for the future.
- Who can present ideas, descriptions, explanations, discussions in a variety of ways that includes written work, presentations, ICT, models.
- Who can use Mathematics to analyse and interpret a range of data, including data that you collect yourself on field work.
- Who can work independently and as part of a team.

**Post-16 pathways and careers:**

This course gives an insight into a range of practical, social, economic and environmental issues. In addition to geographical skills, such as fieldwork, a range of key skills are developed which are relevant and transferable to many jobs and sectors. Careers include town planner, environmental consultant, land surveyor and meteorologist.

**Contact/Curriculum Leader:** Mrs E. Place

# History

**Exam Board:** Edexcel 1H10 BM

**Qualification:** GCSE History

**Assessment:** Paper 1: 1 hour and 20 minutes, 30% - terminal exam  
Paper 2: 1 hour and 50 minutes 40% - terminal exam  
Paper 3: 1 hour and 30 minutes 30% - terminal exam

**Course Content:**

- **Paper 1: Crime and Punishment 1000-present**  
This paper covers areas of study including crime and punishment in the Middle Ages, the modern age and a detailed study of crime and policing in the inner city – Whitechapel.
- **Paper 2: Early Elizabethan England 1558-88**  
This unit looks at Elizabeth I and the problems she faced, as well as the Spanish Armada and life in Elizabethan society.
- **Paper 2: American West 1835-1895**  
This unit focuses on the Plains Indians and the problems and conflicts faced by settlers during this time. It also looks at law and order in the early settlements and the impact of the railroad during this era.
- **Paper 3: Weimar and Nazi Germany 1918-1939**  
This unit includes a detailed study into the rise of the Nazi state and Adolf Hitler.

**Suitable for pupils who:**

- Enjoy reading and completing their own independent research.
- Can complete work independently and as part of a group.
- Can make judgements about the past by interpreting and reading a range of historical evidence.

**Post-16 pathways and careers:**

This course is also ideal for those wishing to pursue an academic route through college to university. Careers include management, the police force, the law profession, teaching, archaeologists and museum curators.

**Points to consider:**

There are no special requirements needed to take this option. The KS3 course will provide pupils with a content base to some of the units they will study at KS4 – Elizabethan England and Nazi Germany.

However, the course covers a large amount of independent reading and literacy in completing essays in the exams. This will require pupils to be resilient in their learning. The course will also require pupils to be prepared to complete their own research in addition to the units that they study in class.

**Contact/Curriculum Leader:** Mr D. Rogers

# Option Subjects

# Art and Design

**Exam Board:** AQA 8201

**Qualification:** GCSE Art and Design

**Assessment:** Component 1 (Portfolio 60%) Component 2 (externally set test 40%)

**Course Content:**

**Component 1:** Project one: Project one: Sealife including a ceramic final piece.

Project two: A personal project in which pupils can choose their own theme and work towards making a final piece of their own using any of the techniques taught throughout their time in KS3 and Year 10.

**Component 2:** Pupils choose **one** theme from the seven provided by the exam board.

Both components include these tasks as standard: -

- A mind-map all about the project's theme.
- Four pieces of written research:
  - A description of the artist's work.
  - An explanation of the artist's technique.
  - Putting the artist's work into context.
  - A comparison of two relevant artists.
- Observational drawings in a range of media and styles, including quick timed sketches and measured working in biro, chalk and oil pastel, pencil crayon, watercolour, acrylic paint.
- Design work including:
  - Initial design ideas.
  - A more developed design with annotations.
  - Samples and experiments to improve techniques.
  - Reviewing and refining designs and samples.
- A final piece.
- An evaluation of your project and final piece.

**Suitable for pupils who:**

- Are interested in learning about artists and cultures so that they can write extensively about them.
- Enjoy experimenting with new media to develop their skills and are resilient, so that mistakes are seen as opportunities for learning and developing their work.
- Actively enjoy drawing, taking photographs and being creative.
- Can work in an organised way and meet deadlines.
- Enjoy thinking and problem solving.

**Post-16 pathways and careers:**

Local colleges all offer a range of art courses. The Creative Industries are a growing labour market in the UK. Possible careers include photography, graphic design, architecture, costume design, fine artist and printer but there are so many more.

**Points to consider:**

The GCSE assessment criteria give equal weighting to practical and written work. It is not an easy option.

Look at examples of GCSE sketchbooks. If this is interesting to you, think about the possibilities for your own projects.

If your drawing skills aren't good enough yet. Be proactive; start working on it as practice makes perfect.

**Contact/Curriculum Leader:** Mrs B. Dawson

# Business

**Exam Board:** Pearson Edexcel 1BS0

**Qualification:** GCSE Business

**Assessment:** Two 105 minute equally weighted terminal examinations

## **Course Content:**

### **Theme 1: Investigating small business**

- The starting point is an introduction to the dynamic nature of business in relation to how and why business ideas come about. Pupils explore the impact of risk and reward on business activity and the role of entrepreneurship.
- The course then moves on to study how new and small businesses identify opportunities through understanding customer needs, market research and the importance of identifying and competition. Pupils build on this knowledge and focuses on making a business idea happen through identifying aims and objectives in addition to financial aspects such as revenue, cost, cash flow and finance sources.
- Pupils, then move on to the factors that impact on the success of the business, including location, the marketing mix and the business plan. External influences on business, the final element of the first unit. This includes a range of factors, many of which are outside of the immediate control of the business, such as stakeholders, technology, legislation and the economy. Pupils explore how businesses respond to these influences.

### **Theme 2: Building a business**

- Growing the business, pupils are introduced to methods of growth and how and why business aims and objectives change as businesses evolve. The impact of globalisation and the ethical and environmental questions facing businesses are explored.
- Pupils investigate making marketing decisions and how each element of the marketing mix is managed and used to inform and make business decisions in a competitive marketplace.
- Operational decisions focus on pupils investigating meeting customer needs through the design, supply, quality and sales decisions a business makes.
- Financial decisions making enables pupils further develop their financial knowledge and understand the tools a business has to support financial decision making, including ratio analysis and the use and limitation of a range of financial information.
- Finally, pupils investigate making human resource decisions for a growing business means that decisions relating to organisational structure, recruitment, training and motivation need to be made to influence business activity.

## **Post-16 pathways and careers:**

This course is suitable for those pupils considering: apprenticeship, Post-16 vocational courses or A levels in Business, Personnel, Law, Finance, Accounting, Production, Marketing or Graphic Design. Pupils who intend to run their own business in the future would also benefit from this course.

## **Points to consider:**

The course requires pupils to have a wider understanding of current national and international business issues/events. Pupils will be required to follow business news on a weekly basis and be prepared to discuss relevant issues both individually and as a class. Pupils must be prepared for approximately 20% of the course requiring mathematical skills, with the use of formulas to calculate and monitor business performance.

**Contact/Curriculum Leader:** Miss J. Mason

# Creative iMedia

<b><u>Exam Board:</u></b>	OCR J834
<b><u>Qualification:</u></b>	OCR Level 1/2 Cambridge National Certificate in Creative iMedia
<b><u>Assessment:</u></b>	One exam paper 1 hour 30 minutes (40%) Two units of controlled assessment coursework (60%)

## **Course Content:**

The OCR Level 1/2 Cambridge National Certificate in Creative iMedia consists of:

### **Unit R093: Creative iMedia in the Media Industry**

Examined unit consisting of two sections, comprising short answer and extended response questions. In this unit you will learn about the media industry, digital media products, how they are planned, and the media codes which are used to convey meaning, create impact and engage audiences. Topics include:

- The media industry
- Factors influencing product design
- Pre-production planning
- Distribution considerations

### **Unit R094: Visual Identity and Digital Graphics**

This is assessed by completing a set assignment. In this unit you will learn to how to develop visual identities for clients and use the concepts of graphic design to create original digital graphics to engage target audiences. Topics include:

- Develop visual identity.
- Plan digital graphics for products.
- Create visual identity and digital graphics.

### **Unit R097: Interactive Digital Media (This unit may change each year)**

This is assessed by completing a set assignment. In this unit you will learn how to plan, create and review interactive digital media products.

- Plan the design and content of the product
- Create a IDMP suitable for a specific target audience.

<b><u>Suitable for:</u></b>	There are no specific requirements for learners to achieve any specific qualifications prior to undertaking these qualifications. However, 75% of the course is controlled assessment coursework and requires pupils to undertake a large amount of independent work. Pupils need to enjoy creative and IT based projects and be good at keeping to tight deadlines.
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<b><u>Post-16 pathways:</u></b>	Level 3 vocational qualifications, such as Cambridge Technical or A level. Further careers in digital or graphic design.
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<b><u>Points to consider:</u></b>	Cambridge National in Creative iMedia is a media sector focused, including film, television, web development, gaming and animation, and has IT at its heart.
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<b><u>Contact/Curriculum Leader:</u></b>	Mr T. Greaves
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# Design Technology

**Exam Board:** Edexcel 1DT0

**Qualification:** GCSE Design Technology

**Assessment:**

- **Component 1** – Written examination (1 hour 45 minutes) 50% of the qualification  
Content of examination:  
**Section A** 40% - Core content (see below)  
**Section B** 60% - Material specialism (see across)
- **Component 2** – Non-examined assessment 50% of the qualification

There are four parts to the assessment:

- **Investigate** (investigation of needs, research and product specification).
- **Design** (design ideas, review of initial ideas, development of ideas into chosen design, review of chosen design).
- **Make** (This includes manufacture in the chosen specialist material, quality and assurance).
- **Evaluate** (This includes testing and evaluation).

**Course Content:**

New and emerging technologies, impact on design decisions, contemporary and future design decisions, ethics and the environment, energy, development in modern and smart materials, composite materials and technical textiles, functions of mechanical devices, electronic systems, materials (metals, paper and board, polymers, textiles, timbers). The principles of investigating, designing, making and evaluating a product.

**Suitable for pupils who:**

- Enjoy practical learning and hands on activities.
- Are good at Mathematics and Science.
- Are well organised.
- Enjoy working as a team.
- Can work using own initiative.
- Enjoy high energy and fast paced environments.
- Are flexible, creative and like problem solving.
- Have an open-minded approach to learning and can accept external advice and be able to internally access and adapt their own work accordingly.
- Are interested in working with a range of materials.

**Points to consider:**

Mathematical and scientific skills, knowledge and understanding are fundamental to Design Technology. These skills are embedded in the examination for this subject.

In addition, there are also cross-curricular links to Art and Design, Business, Computer Science and Geography.

Pupils opting for this subject should have good organisational skills and be able to meet deadlines. This is imperative during the non-examined assessment task.

An awareness of their responsibility for their own safety and that of others when working with potentially high-risk machinery and/or equipment.

**Contact/Curriculum Leader:** Mr D Scott

You must only choose **ONE** of the following specialist areas:

## Specialist Area 1 – Textiles

**Course Content:** Using textiles-based materials to design and develop innovative products

- Physical and working properties of natural and synthetic, woven and non-woven, blended, knitted and mixed fibre textiles and their ecological and social footprint of the textiles industry.
- How buying textiles is influenced - aesthetics, environmental factors, availability, cost, social, cultural and ethical reasons.
- Force, stress and reinforcement of textiles including stock forms, calculating size and quantity.
- Making processes to manufacture textiles products –pattern making, specialist techniques using hand tools and equipment (shaping, moulding, adding structure, draping, seams, finishing, components, fusing, overlocking, fabric painting, batik, embroidery, printing, resist dyeing, patchwork, chemical bleaching, laminating, smart materials.

**Post-16 pathways and careers:**

- A level - Textile design, Product design. Careers include fashion designer, textile design, fashion/textiles buyer, Interior designer, clothing/textile technologist, print maker, visual merchandiser.

## Specialist Area 2 – Timbers

**Course Content:** Using timber-based materials to design and develop innovative products.

- Physical and working properties of natural and manufactured timbers, the ecological footprint.
- How buying timber is influenced i.e. aesthetics, environmental factors, availability, cost, social, cultural and ethical.
- Force, stress and reinforcement of timbers.
- Stock forms, calculating size and quantity.
- Making processes to manufacture timber – routing, sawing, drilling, jigs, templates, scales of production, quality control, specialist tools, techniques, equipment and processes (hand tools, machines, cutting, planning, chiseling, abrading).
- Assembling, surface finishes (painting, varnishing, staining).

**Post-16 pathways and careers:**

- A Level Design Technology (Product Design). Careers include construction and building services, bricklayer, joiner, cabinet maker, carpenter, and engineering.

## Specialist Area 3 – Polymers

**Course Content:** Using Polymer based materials to design and develop innovative products.

- The sources, origins, physical and working properties of polymers and their social and ecological footprint.
- The way in which the selection of polymers is influenced.
- The impact of forces and stresses on polymers and how they can be reinforced and stiffened.
- Stock forms, types and sizes to calculate and determine the quantity of polymers required.
- Alternative processes that can be used to manufacture polymers products to different scales of production.
- Specialist techniques, tools, equipment, and processes that can be used to shape, fabricate, construct and assemble a high-quality polymer prototype
- Appropriate surface treatments and finishes that can be applied to polymers for functional and aesthetic purposes.

**Post-16 pathways and careers:**

- A Level Design Technology (Product Design). Careers may include construction and building services, 3D print designer, graphic designer, BAE, Polymer scientist, engineering and polymer technologist.

# Drama

<b><u>Exam Board:</u></b>	AQA 8261
<b><u>Qualification:</u></b>	GCSE Drama
<b><u>Assessment:</u></b>	Coursework 40% Terminal Exam 60%

- **Coursework:**  
A devised performance created from a range of stimuli – 10%  
A 2,500-word essay about the devised performance -30%
- **Exam:**  
A performance exam: Perform two scripted pieces to an examiner – 20%  
A written exam (1 hour 45 minutes) based on drama theory, Blood Brothers and writing about a live theatre performance studied – 40%

## **Course Content:**

- Practical acting skills.
- Understanding the works of some theatre practitioners.
- Understanding of how a theatre works – roles of different professionals.
- Understanding audience and scripts.
- Studying and writing about 'Blood Brothers'.
- Studying and writing about a live theatre performance.
- Evaluating work of themselves and others.

**Suitable for:** Confident pupils who are interested in performing and studying more about theatre and theatrical performances.

## **Post-16 pathways and careers:**

Drama can help with a range of careers as it helps to build confidence and speak in front of others. Careers include - actor, cinematographer, costume designer, set designer, stage manager, producer and writer.

## **Points to consider:**

- You must be prepared to work with others.
- You must be prepared to perform in front of others.
- You must be able to take critical advice to improve your work.
- Be prepared to undertake written work as 70% of the course is written.

**Contact/Curriculum Leader:** Mrs K Ward

# Food Preparation and Nutrition

**Exam Board:** EDUQAS C560P1

**Qualification:** GCSE Food Preparation and Nutrition

**Assessment:** Two Non –Examination Assessments (NEAs) = worth 50% of your final grade

- NEA 1 The Food Science Investigation Assessment (15% of GCSE).
- NEA 2 The Food Preparation Assessment (35% of GCSE)

One external examination (written exam) = worth 50% of your final grade

- Section A – Based on stimulus material.
- Section B - Structured, short and extended response questions to assess content related to food preparation and nutrition.

**Course Content:**

- Food commodities
- Principles of nutrition
- Diet and good health
- The science of food
- Where food comes from
- Cooking and food preparation

**Suitable for pupils who:**

- Enjoy practical learning, are able to follow instructions in a timely manner.
- Are well organised and will come prepared for lessons.
- Can work independently using their own initiative to solve problems.
- Work well under pressure, enjoy high energy and fast paced environments.

**Post-16 pathways and careers:**

- Catering and hospitality industry (chef, sous chef)
- Health related careers (doctor, dietician, physiotherapist, nursing, midwifery, care work)
- Sport related careers (sports studies, fitness and diet, dietician)
- Food Technology (food technologist, food scientist, food buyer)

**Points to consider:** Pupils are expected to bring ingredients weekly. This means that any pupil opting for this subject must be responsible and well organised. All food cooked will be taken home.

Pupils will be introduced to ingredients and food they may not have tasted or experienced previously, so an open mind and a willingness to try new things is needed.

An awareness of their responsibility for their own safety and that of others when working with potentially high-risk machinery and/or equipment.

**Contact/Curriculum Leader:** Miss H Beswick

# Health and Social Care

**Exam Board:** OCR J835

**Qualification:** Cambridge National Award in Health and Social Care Level 1/2

**Assessment:** One external exam 1 hour 15 mins worth 40%  
Two units of controlled assessment weighted 30% each

**Course Content:**

**R032: Principles of care in health and social care settings.**

This unit is assessed by an exam. In this unit pupils will learn about the key topics that are important when caring for and protecting people in health and social care.

- Topic Area 1- The rights of service users in health and social care settings.
- Topic Area 2- Person-centred values.
- Topic Area 3- Effective communication in health and social care settings.
- Topic Area 4- Protecting service users and service providers in health and social care settings.

**R033: Supporting individuals through life events.**

This unit is assessed by a set assignment. In this unit pupils will learn about growth and development through the life stages. Pupils will also learn how to understand the needs of individuals who have been affected by life events and how to recommend support to meet their needs.

- Topic Area 1- Life stages
- Topic Area 2- Impacts of life events
- Topic Area 3- Sources of support

**R035: Health Promotion Campaigns**

- Current public health issues and the impact on society
- Factors influencing health and well-being
- Plan and create a health promotion campaign
- Deliver and evaluate a health promotion campaign

**Suitable for:** One of the keys aspects of this course is the assignments, which make up 60% of the total grade for this qualification. These need to be completed in specific time frames and for specific deadlines, therefore pupils should be organised, able to manage their time well and have good attendance. Pupils who study Health and Social Care develop effective communication skills, as well as empathy and understanding for others.

**Post-16 pathways:** Pupils with an interest in going in health and social care/ early years setting or the service industry will gain valuable knowledge, understanding and experiences during their study. This will prepare them for Level 3 Health and Social Care and/or apprenticeships because they gain practical skills as well as knowledge during their study.

**Points to consider:** Due to the assignments, pupils need to be very organised in meeting deadlines. This qualification is equivalent to a GCSE with a Level Two Pass equating to a Grade 4 GCSE and a Level Two Distinction \* equivalent to a Grade 9 at GCSE.

**Contact/Curriculum Leader:** Mrs A. Johnson-Holme

# Music

**Exam Board:** AQA 8271

**Qualification:** GCSE Music

**Assessment:** Unit 1 – 40% 90-minute listening examination at the end of Y11.  
Unit 2 – 30% Coursework. Two performances to be completed in Y11.  
Unit 3 – 30% Coursework. Two compositions to be completed in Y11.

**Course Content:**

- Listening and Study two set works from different areas of study – examination containing questions on unfamiliar pieces and familiar pieces.
- Performing – one solo and one group performance, total length must be more than four minutes.
- Composing – two pieces to be written using advanced techniques, total length must be more than three minutes.

**Suitable for pupils who:**

- Who already play, or who are willing to start playing and/or having lessons on any instrument.
- Are fully committed to their chosen instrument.
- Willing to practice their instrument daily.
- Willing to contribute to school ensembles (choir, rock school etc.) and school concerts.

**Post-16 pathways:**

- A-Level Music
- BTEC Music
- BTEC Performing Arts
- Musical Theatre
- Music Production

**Points to consider:**

You must be fully committed to your chosen instrument. It is an integral part of this GCSE. Your instrument performance will affect all elements of the course and the examination.

An extra-curricular interest in Music is recommended, with many rehearsals taking place at lunchtimes and after school. Time outside the lesson must be regularly used to enhance performance and ability.

Whilst it is not compulsory to achieve the highest level, formal music examinations up to Grade 4 are recommended.

**Contact/Curriculum Leader:** Mrs K. Ward

# Physical Education / Sports Studies

We offer two courses at KS4: OCR Cambridge National in Sports Studies and OCR GCSE in PE. Both qualifications include practical elements, however they have a contrasting course structure and examination requirements. For this reason, if Physical Education is selected as an option, the PE department will look at the profile of each pupil and allocate them to the most suitable course.

## Cambridge National Sports Studies

The Cambridge National in Sport Studies will encourage students to think for themselves about the study of sport and the application to real life practical sport, leadership and evaluation of the skills required there. They will study topics affecting sport through the contemporary issues unit, both play and lead sporting activities, as well as having the chance to explore the world of outdoor education.

For this qualification, students must achieve **three units**; one externally assessed and two Non-Examined Assessment

**Exam Board:** OCR R184

**Qualification:** OCR Level 1/2 Cambridge National Sports Studies

**Assessment:**

- R184 - Contemporary issues in Sport
- R185 - Performance and leadership in Sports Activities
- R187 - Increasing awareness of Outdoor and Adventurous Activities

**Course Content:**

**Two mandatory units**

- R184 - Contemporary issues in Sport
- R185 - Performance and leadership in Sports Activities

**Optional unit**

- R187 - Increasing awareness of Outdoor and Adventurous Activities

**Suitable for pupils who:**

- Have an interest in sport, sports' leadership, and outdoor education
- Follow sports' news and have an interest in contemporary issues in sport
- Participate in sporting activities in school and at extracurricular clubs

**Post-16 pathways and careers:**

These include: sports science, sports journalism, physiotherapy, PE teacher, sports analyst, coaching, sports development, diet and nutrition instructor, personal trainer and sports management.

**Points to consider:**

Cambridge National Sports Studies requires pupils to research/ keep up to date with sports news through different forms of media. Pupils will also be required to complete practical and leadership activities in lesson and at extracurricular clubs.

**Contact/Curriculum Leader:** Mr J. Wright

# GCSE Physical Education

**Exam Board:** OCR J587

**Qualification:** GCSE Physical Education

**Assessment:**

- Component 1- 30% terminal exam (1 hour)
- Component 2- 30% terminal exam (1 hour)
- Component 3- 30% practical assessment
- Component 4- 10% analysis of performance (coursework)

**Course Content:**

**Component 1:** Physical factors affecting performance

- Applied anatomy and physiology
- Physical training

**Component 2:** Socio-cultural issues and sports psychology

- Socio-cultural influences
- Sports psychology
- Health, fitness and well-being

**Component 3-** Performance in Physical Education

**Component 4-** Analysis of performance (coursework)

**Suitable for pupils who:**

- Play at least two sports competitively in or out of school.
- Have an interest in the science, psychology and sociology applied to sport.

**Post-16 pathways and careers:**

These include: sports science, sports journalism, physiotherapy, PE teacher, sports analyst, coaching, sports development; diet and nutrition instructor, personal trainer and sports management.

**Points to consider:**

GCSE PE requires pupils to be competent sports performers. Therefore, pupils must already be playing sport on a regular basis in school and ideally outside of school.

Pupils will be assessed in three different sports and therefore must be willing to commit to attending extra-curricular activities.

**Contact/Curriculum Leader:** Mr J. Wright

# Religious Studies

**Exam board:** AQA 8062

**Qualification:** GCSE Religious Studies

**Assessment:**

**Two 1-hour 45-minute exams**

**Paper One:**

- Christianity Beliefs, Teachings & Practices (worth 25% of overall grade)
- Islam: Beliefs, Teachings & Practices (worth 25% of overall grade)

**Paper Two**

- Thematic Studies – This covers four ethical topics – ‘Religion and Life’, ‘Relationships and Families’, ‘Crime and Punishment,’ ‘Religion, Peace and Conflict’ (each topic is worth 12.5% with overall weighting of paper being 50% of grade)

**Course content:**

**Beliefs & Teachings (Christianity):** The Nature of God, The Trinity, Biblical Creation, The Problem of Evil, Jesus Christ, The Incarnation, Crucifixion, Resurrection and Ascension, Salvation, Life After Death.

**Practices: (Christianity):** Worship, Sacraments, Prayer, Pilgrimage and Celebrations, The Church in the community, Mission and Evangelism, The Church in the world.

**Beliefs & Teachings (Islam):** Tawhid – Oneness of God, Key Beliefs, Sunni and Shi’a Islam, The Nature of Allah, Angels, Predestination, Life After Death, Prophethood, The Imamate, Holy Books.

**Practices (Islam):** Five Pillars of Islam, Jihad, Festivals, Ten Obligatory Acts.

**Religion and Life:** Abortion, Euthanasia, Animal Experimentation, The Origins of the Universe, Stewardship, Death and Afterlife.

**Relationships and Families:** Sexuality & Sex, Marriage, Cohabitation, Same Sex Relationships, Divorce and Remarriage, Role in a Family, Types of Families, Gender Equality.

**Religion, crime and Punishment:** Reasons for Crime, Aims of Punishment, Community Service, Prison, Corporal Punishment, Capital Punishment and The Importance of Forgiveness.

**Religion, Peace & Conflict** Violence, Terrorism & Protest, Reasons for War, Just War Theory, Nuclear War, Holy War, Pacifism, Reconciliation

**Suitable for pupils who:**

- Are interested in ultimate questions e.g. Why are we here? What happens when we die? How does belief influence our behaviour and actions?
- Pupils who wish to develop their thinking skills.

**Post-16 pathways:**

- Law, journalism, leisure & tourism, police force, public services, medical professionals and careers in the church or other religious establishments.

**Points to consider:**

- Ability to work and question opinions, open-mindedness and the ability to reflect on the views of others and yourself.
- Ability to complete extended writing, evaluations and essays.

**Contact/Curriculum Leader:** Mr M Smith

## Option Block Summary

Block A	Block B	Block C
History*	History*	History*
Geography*	Geography*	Geography*
Design Technology Timbers	French*	French*
Design Technology Textiles	Religious Studies	Religious Studies
Design Technology Polymers	PE/Sports Studies	Business
Food Preparation & Nutrition	Art	Health & Social Care (v)
Drama	Creative iMedia (v)	Food Preparation & Nutrition
Music		

(v) Vocational course, equivalent to GCSE.

\* You must select at least one of these subjects

Form submission link: This will be sent via Synergy on **Thursday 12<sup>th</sup> March 2026**

**Deadline for form submission Thursday 19<sup>th</sup> March 2026**

Excellence and ambition from all, for all